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ABSTRACT

Ten communication content areas comprise this program: (1) the impact of language on behavior; (2) the communication process; (3) perceptiveness; (4) understanding and clarity; (5) sharing feelings; (6) nonverbal expression; (7) emotional closeness; (8) honest yet responsible; (9) communication responses; and (10) interpersonal problem solving. For each area, educational objectives are stated, major concepts presented, and learning activities provided. Also included are the pertinent check-lists and forms needed in carrying out the learning experiences. (TL)

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Let's Communicate: A Program Designed for Effective Communication

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A program presented at the American Personnel and Guidance Association Convention, April 5, 1971

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COMMUNICATIONS GOALS

The participant shall increase in the demonstration of his ability to communicate in intelligent, effective and responsible ways through increased:

1. Understanding of the communication process.

2. Awareness of the role which communication plays in his life.

3. Understanding of the criteria of effective communication and of where and how the breakdowns occur.

4. Understanding of himself and how and what he communicates and the effects of this on others.

5. Perception of other people and how and what they communicate and the effects of this on himself.

6. Understanding of and responsiveness to his own and others' feelings.

7. Development of effective communication skills--verbal and nonverbal.

8. Ability to establish relationships in which warm, open, and constructive communication occurs.

9. Ability to work through interpersonal problems.

10. Ability to set personal communication goals and to function in ways which are conducive to achieving these goals.

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COMMUNICATION CONTENT . . . .

1. The Impact of Language on Behavior
   - A. Labeling
   - B. Self-fulfilling prophecies
2. The Communication Process
   - A. The sender
   - B. The receiver
   - C. The communication purpose
3. Perceptiveness
   - A. Points of view
   - B. Observation
   - C. Listening
   - D. Perception checks
4. Understanding and Clarity
   - A. Congruency
   - B. Concreteness
5. Sharing Feelings
   - A. Role in interpersonal relationships
   - B. Describing feelings
   - C. Two-way communication
6. Nonverbal Expression
   - A. Physical contact
   - B. Eye contact
   - C. Use of time and place
   - D. Bodily movements
   - E. Physical appearance
7. Emotional Closeness
   - A. Being personal
   - B. Here now
   - C. Sharing feelings
   - D. Physical closeness
   - E. Risk
8. Honest yet Responsible
   - A. Constructive openness
   - B. Defenses
   - C. Facts, inferences, judgments
   - D. Sensitivity
9. Communication Responses
   - A. Judgmental
   - B. Advice-giving
   - C. Interpretive
   - D. Accepting-understanding
   - E. Sharing
   - F. Questioning
10. Interpersonal Problem Solving
    - A. Circular communication
    - B. Content and relationship
    - C. Meta communication
11. Recap

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COMMUNICATION PROCESS

Objectives:

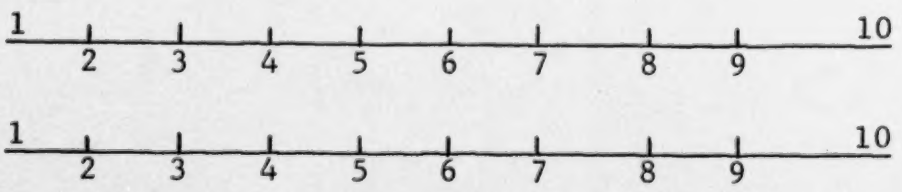
As a result of this experience, students will be able to (1) describe the communication process and its components, (2) describe difference between one-way and two-way communication, (3) establish a tentative baseline for himself as to effectiveness as a Sender and Receiver, and (4) function more effectively in at least one of the areas of effectiveness in being a Sender or a Receiver.

Concepts:

1. Communication involves the sending and receiving of a message; transfer of feelings and/or ideas.
2. The purpose of communication is to influence others and create a response. As Senders we should ask: What do we intend to have happen? What do we want people to believe? to be able to do? to say? Our communication behavior should be determined by our answers to these questions.
3. Effective communication is a process, circular, not linear in nature.
   a. Communication is a process which consists of the Sender, the Message, Channels through which the message is taken in by the Receiver, and Feedback from the Receiver.
   b. The Receiver is the most important link in the communication process and the Sender must learn to observe his Receiver and interpret the feedback.
   c. Feedback and its interpretation enables Sender to discover how others think and feel about what is being said and done. He may then adjust and correct the message being sent.
   d. We may become involved in either one-way or two-way communication. One-way communication assumes a feedback block. In two-way communication, both parties send messages and receive feedback.
4. There are several areas of effectiveness in being a Sender and/or a Receiver:
   a. Skill in ability to say something of worth and say it in the way one intends.
   b. Attitudes toward self, subject matter, and receiver.
   c. Knowledge of subject matter, the communication process, one's own attitudes, and characteristics of the receiver.
   d. Skill in effective observation and listening.

Learning experiences:

1. One-way vs. two-way communication experience.
2. Divide in groups of four and discuss how each person presently evaluates himself on a 10-point scale as Sender and Receiver (10 being high). Use the areas of effectiveness listed under Concepts No. 4 as guide. Get feedback from each other.



3. Meet in the large group. Choose one area of effectiveness as either a Sender or a Receiver in which you would like to improve. Discuss this with the group as a whole, get feedback, and make a commitment to work on this during the coming week. Also during the week, be aware of actual experiences as you function as Sender and Receiver. Report to the group next week.

4. Discuss Observation Form, fill in according to instructions during the coming week, and share the experience with the group next week.

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THE IMPACT OF LANGUAGE ON BEHAVIOR

Objectives:

As a result of this experience, the student will be able to demonstrate: (1) awareness of language patterns which are self or other defeating; (2) increased use of language patterns which are growth promoting; and (3) increased ability to respond in positive ways to defeating kinds of language patterns when used by others.

Concepts:

1. Language, whether thought or spoken, has a major impact upon behavior.

   a. We see, hear, feel, act very largely as we do because of what we are telling ourselves.
   b. There is a relationship between what we tell ourselves, our behavior, and our affect on the behavior of others.
   c. Much of what we tell ourselves is the result of what others have told us.

2. Labeling, which is the use of the verb "to be" followed by a description (i.e., "She is selfish,") often results in self-fulfilling prophecies, and we cause to come true that which was thought or spoken.

   a. Labels are often confused with "truth" and "all truth."
   b. We should distinguish between a label and what the label names.
   c. Negative labeling should be avoided.
   d. The negative labels of others should be contradicted by positive behavior.

3. Self-fulfilling prophecies need to be established that are growth promoting and self-enhancing.

Learning Experiences:

1. Discussion of concepts.

2. Divide into small groups of three or four. Each should share with the group an example of (1) how a label given to you either by someone else or by yourself is affecting your life, and (2) how you could change a negative self-fulfilling prophecy that is working in your life into a positive one.

3. Meet in the large group. As a result of the small group experience and of your awareness of the impact of language on your behavior, make a commitment to the whole group to experiment with at least one self-fulfilling prophecy during the next week which would result in your changing a negative to a positive behavior. Get feedback from the group as to your plan. Share your results with the group next week.

4. During the week, record in your journal other language patterns of which you become aware that are affecting your--or others'--behavior. Share some of these with the group next week.

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SHARING FEELINGS

Objectives:

As a result of this experience, the student will be able to demonstrate: (1) understanding of the role that sharing feelings plays in interpersonal relationships; (2) awareness of the difference between describing feelings, labeling, sharing thoughts, and acting out feelings; (3) increased ability to accurately describe feelings to others; (4) increased ability to respond in constructive ways to the efforts of others to share feelings.

Concepts:

1. To share our feelings and to try to understand others' feelings results in closer interpersonal relationships.

   a. In order to respond to another appropriately, we must know how the other feels.
   b. In order for another to be able to understand our feelings, we must be willing to share them.
   c. To ignore, avoid, or deny our feelings results in lack of emotional contact or closeness with others.
   d. To share positive feelings, most always enhances both the person and the relationship.
   e. To share negative feelings may be the beginning of greater understanding of what can be done to solve a problem and thus improve a relationship.
   f. Sharing our feelings should never be an effort to force the other to change.

2. It is difficult to communicate feelings accurately and constructively; therefore, we must help others understand how we feel by putting our feelings into words.

   a. A description of feelings begins with "I," "me," or "my," followed by specification of some kind of feeling.
   b. Labeling, which begins, "You are. .," "He is. .," "I am. ." is not a description of feelings and when negative, is often attacking.
      Thoughts are often confused with feelings, i.e., "I feel you are angry." Accurately, this should be expressed, "I think you are angry." The description of feelings might be, "I feel frightened."
      Acting out a feeling is expressing the feeling by physical actions or attacking verbally.
   c. The verbal description of feelings should be consistent with what we are experiencing and communicating nonverbally.

3. Describing feelings should be a two-way communication.

   a. When we describe our feelings to others, it is important to get their feedback and specifically to learn their feelings.
   b. When another makes an effort to share his feelings with us, we should be receptive and in return describe our feelings, and most important, our here-now feelings.

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c. We should sometimes describe what we consider to be another person's feelings in order to get feedback and check out the accuracy of our perceptions.

Learning Experiences:

1. Discussion of concepts.
2. Exercise in describing feelings.

   Identify the following statements according to whether they are describing feelings (F), labeling (L), acting out (A), sharing thoughts (T).

   ____She's a grand person.
   ____Shut up!
   ____Suddenly becomes silent.
   ____I love her.
   ____I'm afraid for us to talk like this.
   ____I feel that nobody cares what happens to me.
   ____Walks out--slams door.
   ____He's so lazy.
   ____I feel no one respects me.
   ____I feel so hurt.
   ____I'm no good.
   ____Embraces.
   ____I feel embarrassed.
   ____I feel that I'm liked.
   ____You're wonderful.
   ____I feel that you don't want to listen to me.

3. Divide into small groups of three or four. Fill out the below statements and discuss with group. Focus on describing your feelings in relationship to these statements. Help each other to distinguish between when you are sharing thoughts or labeling another and when you are describing your feelings. Relate actual examples using situations in group where possible.

   a. When others express feelings to me I feel _____
   _____
   _____

   b. When others keep a distance from me I feel _____
   _____
   _____

   c. When someone gets angry with me I feel _____
   _____
   _____

   d. When I am close to another I feel _____
   _____
   _____

4. Meet in the large group. As a result of your awareness concerning the sharing of feelings, make a commitment to the whole group to share your feelings with at least one significant other during the coming week. Get feedback from the group as to your plan. Participate in roleplaying your situation. Share your results with the group next week.

PERCEPTION

Objectives:

As a result of this experience, the student will be able to demonstrate: (1) understanding of the role of perception in communication; (2) knowledge of at least two ways in which another person's perceptions can be understood; (3) improvement in the skills of active observation and listening; (4) use of the skill of paraphrasing.

Concepts:

1. One another's perceptions differ and understanding these differences is important to effective communication.

   a. Perception is the process of giving meaning to personal experience.
   b. Break-downs in communication result when Sender and Receiver do not understand the perceptions of the other.

2. To know and understand the perceptions of another, we must improve skills as active observers and listeners.

   a. Active observers are sensitive to the cues people send out.
   b. Active listeners use the skill of paraphrasing as a way of perception checking.

Learning Experiences:

1. Pictures and short quiz to point out the variety of perceptions existing among the group members.

2. Divide into small groups and discuss the Observation Form used outside of the group during the past week.

3. As an exercise in active listening, group members should form into pairs, A and B. First imitate statements made by each other as a beginning paraphrasing exercise, then practice paraphrasing of emotional statements given in turn by A and B.

4. Return to large group and discuss any problems or difficulties you had.

5. Practice paraphrasing during the week and report results to the group next week.

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COMMUNICATION CONTENT . . . .

*1. The Impact of Language on Behavior

- A. Labeling
- B. Self-fulfilling prophecies

*2. The Communication Process

- A. The sender
- B. The receiver
- C. The communication purpose

*3. Perceptiveness

- A. Points of view
- B. Observation
- C. Listening
- D. Perception checks

4. Understanding and Clarity

- A. Congruency
- B. Concreteness

*5. Sharing Feelings

- A. Role in interpersonal relationships
- B. Describing feelings
- C. Two-way communication

6. Nonverbal Expression

- A. Physical contact
- B. Eye contact
- C. Use of time and place
- D. Bodily movements
- E. Physical appearance

7. Establishing Emotional Closeness

- A. Being personal
- B. Here now
- C. Sharing feelings
- D. Physical closeness
- E. Risk

8. Honest yet Responsible

- A. Constructive openness
- B. Defenses
- C. Sensitivity

9. Recognizing Communication Responses

- A. Judgmental
- B. Advice-giving
- C. Interpretive
- D. Accepting-understanding
- E. Sharing
- F. Questioning

10. Interpersonal Problem Solving

- A. Circular communication
- B. Content and relationship
- C. Meta communication

11. Recap

*Given out at the APGA Convention

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Understanding and Clarity

Objectives: As a result of this experience, students will be able to demonstrate: (1) ability to distinguish between congruent and incongruent messages and between concrete messages versus vague generalizations, (2) the asking for clarification when the message received is incongruent and when it is a vague generalization, and (3) increased ability to communicate congruently and concretely.

Concepts:

1. For understanding and clarity, message sent should equal message received.

2. A congruent communication is where the inner experience and the verbal and non-verbal communication of that experience are consistent.
   a. Incongruent communications (inconsistencies between inner experience, verbal, and/or non-verbal communication) result in distorted and confused communications.
   b. The goal of congruency should be responsible communication; therefore, negative inner feelings should be clarified and problems should be constructively solved.
   c. The receiver can clarify ambiguous communications through appropriate comments and questions.

3. A concrete communication is where one is specific, i.e., follows a generalization with an example, a specific instance, an illustration, etc.
   a. Vague generalizations result in unclear thinking and in confused messages.
   b. The receiver can clarify a vague generalization by asking for examples and has a responsibility to do so.
   c. In communicating concretely, we should be particularly aware of the use of who, what, where, and when; i.e., "Nobody cares about me." "Nothing happens right." "Everywhere I go, it's the same." "I always fail."

Learning Experiences:

1. In the large group, give an example of when you were (or are) incongruent. Talk about the outcomes.

2. Give an example of when you were congruent in a negative way but didn't try to deal with the negative feelings. What were the outcomes?

3. In small groups, roleplay the following situations. Give specific examples for each thought. Then give an example in the opposite direction disproving the statement and thereby illustrating that statements such as these are true only in specific instances:
   a. I don't trust people.
   b. Everything I do is wrong.
   c. You don't understand me.
   d. I'm no good.
   e. They don't want me around.
   f. It doesn't do any good to try.
   g. I'm not worth as much as him.
   h. I can't do anything well.
   i. I don't like you.
   j. You're always like that.

4. In the large group, give examples of some of the kinds of vague generalizations you make which are defeating to your solving problems and communicating clearly. Try to break them down to the specifics. During the coming week, try to communicate concretely. Share with the group your results. Did it make a difference?

NON-VERBAL COMMUNICATION

Objectives: As a result of this experience students will be able to: (1) describe nonverbal cues by which one can "read" communications from other people, (2) demonstrate increased awareness of non-verbal communications of self and others, (3) communicate feelings without words, (4) describe ways of "getting in touch" with those one cares for.

Concepts:

1. What people do is frequently more important than what they say. All of us communicate non-verbally as well as with words. Every culture has its own body language which is as important as the spoken language.

2. Awareness of the non-verbal content of communication is vital to understanding the total message. Psychologist Albert Mehrabion has devised a formula for the total impact of the message: 7% verbal, 38% vocal and 55% facial.

3. Often non-verbal elements express the emotional side of the message more clearly than does the verbal. For example, when a person feels liked or disliked, it is often the case of "not what he said but the way he said it." Whenever relationship is the central issue of communication, non-verbal communication is vital.

4. Non-verbal cues include:
   a. Physical contact
   b. Eye contact
   c. Facial expressions
   d. Bodily movements (posture, gestures, etc.)
   e. Use of time, place, and space
   f. Dress and physical appearance

5. Physical contact appears to be a prime human need. "Getting in touch" with those we care for can be a way of growing closer to them.

6. An undemonstrative person can learn to "get in touch." Psychologist Norman Lobsenz suggests:
   a. It may be best to begin slowly. It can be very threatening to people if you suddenly become a "toucher."
   b. Begin with simple acts of physical contact customary in some, but far from all, families: kissing good night or good morning, hugging when greeting or saying goodbye, etc.
   c. Learn to discern when others are in a mood to be touched, otherwise physical contact can be irritating.
   d. Be emotionally honest. Don't use physical contact inappropriately. Trying to show caring when you really con't care will be picked up by the other.
   e. Try to make the act of touch a source of comfort and reassurance, not a veiled demand.
   f. Realize that different kinds of touching means different things.

Activities:

1. Describe some typical postural, gestural, facial, or tactual non-verbal cues by which you "read" communications from another person.
   a. Anger
   b. Fear
   c. Sorrow
   d. Love
   e. Hatred
   f. Male or female identity
   g. Friendliness
   h. Boredom
   i. Anxiety

2. Break up into pairs and take turns communicating a feeling without saying a word. Use any means you like but no talking. Get feedback from each other as to how effectively one partner communicates non-verbally and how well the other reads the non-verbal cues.

3. During the coming week, be aware of your own and others' non-verbal communication. Try to improve your skill in reading the non-verbal cues, feeding in from people around you.

4. Consider making a commitment to "get in touch" with someone you care for.

5. Report to the group next week about your experiences with non-verbal communication.

Establishing Emotional Closeness

Objectives: As a result of this experience, students should be able to (1) describe the factors which enhance or inhibit close emotional contact, (2) given a situation, make responses which enhance emotional closeness, (3) improve emotional contact with significant persons in their own lives, (4) when desired, build emotional closeness in new relationships.

Concepts:

1. Emotional closeness is enhanced by certain experiences, while other contacts inhibit close emotional contact. The closeness of emotional contact is determined by a number of factors:

a. The nature of the topic being discussed

NO emotional contact if. . .
the topic being discussed is talked of in terms of ideas, outside information, objects, and events:
"Fashions change quickly."

CLOSE emotional contact if. . .
the topic being discussed is inner information, feelings, beliefs, and perceptions:
"I feel angry because I know she was criticizing me unfairly."

b. The importance of the topic being discussed

NO emotional contact if. . .
the topic has little importance, no personal risk involved:
"It seems to me that you have been ignoring me lately."

CLOSE emotional contact. . .
the topic is extremely important and considerable personal risk is involved:
"It seems to me that you have been ignoring me lately."

c. Personal experience with the topic

NO emotional contact if. . .
neither communicator has experienced the topic first-hand:
"I hear that President Nixon is a handsomer man than his pictures show."

CLOSE emotional contact if. . .
the experience being shared directly concerns the people involved and their relationship:
"I felt really hurt when you left me alone at the party tonight."

d. The time focus

NO emotional contact if. . .
there is no time perspective or topic has no relation to "here and now":
"Did you hear the one about the mother-in-law. . ."

CLOSE emotional contact if. . .
there is open discussion of what two people are feeling, thinking or doing in the "here and now":
"I feel happy when we sit down and talk together like this."

e. The sharing of feelings

NO emotional contact if. . .

there is no attempt to communicate feelings in words or actions; feelings are ignored or denied:

"I don't see any need to dwell on an unpleasant subject like this."

OR

by words and actions the messages sent are incongruent and contradictory:

"Being left alone at the party didn't really bother me."
(Tone of voice and facial expression send an opposite message)

CLOSE emotional contact if. . .

there is open description of feelings and an attempt to understand feelings of the other:

"I'm quite content with the way things have worked out for us, but you seem to be discouraged and disappointed."

Learning Experiences:

1. Divide into groups of four. Each person will take a turn in giving examples from his own experience when close emotional contact was enhanced or inhibited by one or more of the following:
   a. Nature of the topic
   b. Importance of the topic
   c. Mutual experience with the topic
   d. Time focus
   e. Ability or inability to share feelings

2. Participants in each small group will take turns describing a situation where they desire to improve emotional closeness. The other three will make response which they believe would enhance emotional closeness in the situation. All four will discuss and evaluate responses on the basis of whether or not they would actually promote close emotional contact. All participants will practice responses which enhance emotional contact.

3. Each participant will choose one person in his life with whom he would like to increase emotional closeness and will make an attempt to improve in this area during the coming week. He will share his experience with the group at the next meeting.

Honest Yet Responsible

Objectives:

As a result of this experience, the student will be able to demonstrate (1) increased ability to communicate in an honest yet constructive way, (2) awareness of the role of defenses in communication, (3) increased sensitivity as to the effects of his communication on others, and (4) increased ability to respond in a receptive way to others.

Concepts:

1. Interpersonal honesty can and should be for a constructive purpose, i.e., to solve problems so as to enhance a relationship. It is not a goal in and of itself.

2. Stressful communications result in people resorting to defensive communications. These defenses protect against being put in the wrong or being hurt by the others.

3. When openly sharing our reactions to another, it is essential that we be aware of and sensitive to the effect we are having on the other. Subsequent communications should be modified according to this effect so as to produce a positive or constructive effect. One way to determine the effect is to ask for feedback. Another is through careful listening and observation.

4. Communications which are basically supportive such as descriptions, problem oriented, spontaneous, empathetic, provisional, and denoting equality reduce threat and, therefore, the need for defensiveness.

5. When a person makes an effort to communicate to us in an honest way, we should attempt to be receptive and respond in a constructively honest way.

Learning experiences:

1. Participate in roleplaying experiences demonstrating constructive honesty.

2. Divide into small groups of four or five and through roleplaying practice communicating in constructive honest ways using real situations in the lives of group members. Give feedback to each other as to results.

3. In large group, make commitments as to experimenting to be carried out in this area during the coming week. Get feedback as to ways to approach the situation. Report to the group next week as to the results.

Recognizing Communication Responses

No. 1

STATEMENT:	"Why do I have to do everything? Why don't you ever ask Lisa? She's so special she never has to do a thing."
RESPONSE 1: (Questioning)	"Do you think I ask you to do too many things? Don't you feel that Lisa does her share?"
RESPONSE 2: (Judging)	"Don't you get smart alec with me. It isn't true and you know it. Just go do what you are asked!"
RESPONSE 3: (Understanding)	"You feel really angry because you think you have to do more than your sister."
RESPONSE 4: (Interpretive)	"I suppose most children feel the same way at some time or other, but if you will think about it I think you'll agree that I try to be fair."
RESPONSE 5: (Advice-giving)	"Lisa has some other things to do right now. Why don't you ask her if she will help you after she finishes.

No. 2

STATEMENT:	"Oh, you are so strict it's ridiculous. Everyone else can do things I can't do. It's just not fair!"
RESPONSE 1: (Understanding)	"You feel really angry because we're too strict. Some rules just seem stupid to you."
RESPONSE 2: (Judging)	"It isn't our business what the other kids got to do. We're going to have a few rules around here whether you like it or not."
RESPONSE 3: (Questioning)	"Why is it you feel we are unfair? What rules would you like to change?"
RESPONSE 4: (Interpretive)	"It's probably natural that a girl your age would resent some of her parents' rules, but they seem very necessary to us."
RESPONSE 5: (Advice-giving)	"Why don't you just try to follow the rules without too much static. I think you'll find they are really made for your best good."

No. 3

STATEMENT:	"Aren't you ready yet? We're always late. I wish for once you would get ready on time."
RESPONSE 1: (Advice-giving)	"Well, if you would give me a hand here with the kids I could get ready on time."
RESPONSE 2: (Understanding)	"I know you really feel irritated when we are late for church. If we work together, though, I think we can make it."
RESPONSE 3: (Questioning)	"Do you have any suggestions that would help me manage things better on Sunday mornings?"
RESPONSE 4: (Judging)	"You make me so mad! What do you think I've been doing for the last two hours? Twiddling my thumbs?"
RESPONSE 5: (Interpretive)	"Well, the problem is that there is more to do than I can get done before church. Planning ahead would be one answer to the problem."

No. 4

STATEMENT:	"I'm the dumbest one in the family. Everybody does better than I do. You're not going to like my report card this time."
RESPONSE 1: (Interpretive)	"You probably had a bad time at school today. All of us have a bad day now and then."
RESPONSE 2: (Advice-giving)	"We don't feel that way at all. Maybe you'll just have to study harder. Why don't you get out your books after dinner, and we'll see if we can help you."
RESPONSE 3: (Questioning)	"Have I said something lately to make you think I am pleased with the other kids and not with you? In what way do they do better?"
RESPONSE 4: (Judging)	"Don't be silly! You're just as smart as anybody. You can't really believe what you're saying."
RESPONSE 5: (Understanding)	"You feel like a failure in comparison with others. You're afraid we will be disappointed in you.

No. 5

STATEMENT:	"Do I have to go to school? I just hate it! My teacher doesn't like me and neither does anyone else."
RESPONSE 1: (Judging)	"Don't be silly. I know your teacher does like you. School is lots of fun. I know the other kids like you too."
RESPONSE 2: (Advice-giving)	"Let's make an appointment with your teacher and see if we can talk over some of the things that make you feel this way."
RESPONSE 3: (Questioning)	"Have some things been happening at school lately? Can you tell me more about them?"
RESPONSE 4: (Understanding)	"You're telling me that you're pretty unhappy with school right now, especially since the teacher and the kids don't seem to like you."
RESPONSE 5: (Interpretive)	"Well, almost all children feel that way at one time or another. Teachers usually like children who behave well. You might check on what you are doing to irritate him."

No. 6

STATEMENT:	"Oh, I wish I were popular like Kathy Jones. She gets elected to everything and is pretty and fun to be with besides."
RESPONSE 1: (Judging)	"Well, you're a darling girl, too. You're pretty and as much fun to be around as Kathy. You shouldn't feel unhappy."
RESPONSE 2: (Questioning)	"What is it about Kathy that people like so much? Tell me more about her."
RESPONSE 3: (Understanding)	"It's important to you to be popular and have lots of friends and you wonder if you'll ever succeed in that way."
RESPONSE 4: (Interpretive)	"I think most girls feel the same way you do sometimes. I'll bet even Kathy has some doubts about herself at times."
RESPONSE 5: (Advice-giving)	"Why don't you plan a party and invite a lot of the kids from school? That will help them get to know you better."

No. 7

STATEMENT:	"Nobody in this family likes me. They all pick on me."
RESPONSE 1: (Advice-giving)	"Maybe you should look at what you're doing to the others to make them pick on you. Maybe you'll find that you are a big part of the problem."
RESPONSE 2: (Judging)	"Now, that's a fine thing to say! I can't see that you're any worse off than anyone else. You're not the only one who gets picked on."
RESPONSE 3: (Understanding)	"You feel pretty picked on right now. It seems like you're the low man on the totem pole."
RESPONSE 4: (Interpretive)	"All of us feel sorry for ourselves at times. Tomorrow you'll probably feel better."
RESPONSE 5: (Questioning)	"Well, what happened to make you feel that way? Have you and your brothers been having more trouble than usual?"

No. 8

STATEMENT:	"Where is my book? I left it right here on the table last night. I wish people wouldn't move my things."
RESPONSE 1: (Questioning)	"Have you looked in your bedroom? Are you sure you didn't move it off the table yourself?"
RESPONSE 2: (Judging)	"Oh, for heaven's sake. You'd lose your head if it weren't hooked on."
RESPONSE 3: (Advice-giving)	"I think you ought to learn to put your things away. That table was not the place to leave your book."
RESPONSE 4: (Understanding)	"It makes you feel pretty mad when you can't find your book where you thought you left it."
RESPONSE 5: (Interpretive)	"Thirteen-year-old boys! I guess they're all alike--never seem to be able to find a thing."

No. 9

STATEMENT:	"I hate Greg! He's always getting into my things. I wish we didn't have him."
RESPONSE 1: (Interpretive)	"Well, most little brothers get on big brothers' nerves sometimes. It's best to just learn to expect it. They usually improve as they get older."
RESPONSE 2: (Advice-giving)	"I'd suggest that you just keep your things put away while he is at the age where he gets into everything. You'll have to take the responsibility for now."
RESPONSE 3: (Judging)	"What a mean thing to say! If something should happen to him now, you would be the sorriest boy!"
RESPONSE 4: (Questioning)	"What did he do? Did he destroy something? What do you think we ought to do so this kind of thing won't happen so often?"
RESPONSE 5: (Understanding)	"It makes you so angry with Greg when he bothers your things. He's smaller than you and you can't get after him the way he deserves."

No. 10

STATEMENT:	"There's no way to get along with my roommates. We seem to be having a contest to see who can be the most obnoxious. I think I'm winning <u>that</u> contest, and I feel rotten."
RESPONSE 1: (Judging)	"I don't see how you can say that. I know Beth and you're certainly easier to get along with than she is."
RESPONSE 2: (Questioning)	"What's going on? Are they goofing up on their duties? Can't you say something to them?"
RESPONSE 3: (Interpretive)	"It's been my observation that all roommates have trouble from time to time. Probably you're no worse off than the rest of us."
RESPONSE 4: (Advice-giving)	"You should have an apartment council, just sit down and get your grievances out on the table and talk about them. It's the only way to solve your problems."
RESPONSE 5: (Understanding)	"It's hard to live with people when there is a bad feeling. You are down on yourself and feel responsible for a lot of the problems between you and your roommates."

RESPONSE DEFINITIONS

1. QUESTIONING RESPONSE: This response is an attempt to gain additional information about the situation or the person.

   It is helpful for clarification and for encouraging further responses.

2. JUDGING RESPONSE: This response implies placing a judgment or evaluation on the person, or on the statement, or on the feeling behind the statement.

   A positive judgment is agreement; a negative judgment is disagreement, evaluation, or rejection. Moralizing is another form of this response.

3. ADVICE-GIVING RESPONSE: This response is to suggest what possible action or steps can be taken to deal with or solve the problem.

   This response is also very easy to give but is often not helpful in many emotional situations.

4. INTERPRETIVE RESPONSE: This response gives facts and opinions which may or may not help in the situation.

   This response may help the person to feel he is not alone in his problem, but it usually does not help him deal with his feelings.

5. UNDERSTANDING RESPONSE: This response demonstrates empathy and acceptance of the person and his feelings. It is a reflection or a "mirroring" of what he is saying or how he feels.

   This is one of the most difficult responses to give, yet it is often the most helpful because it indicates a real acceptance of him and his strong feelings, no matter what those feelings might be.

6. DESCRIBING YOUR OWN FEELINGS: Remember, the appropriateness of each response depends upon the nature of the situation and the problem.

COMMUNICATION RESPONSES

Objectives:

As a result of this experience, the students will be able to demonstrate: (1) recognition of six (6) typical responses to statements made by others; (2) the ability to give any one of six basic responses; (3) improved skill in giving "understanding" responses.

Concepts:

1. Our responses to statements made by others can be a bridge or a barrier to communication.

2. It is important to be aware of the six typical responses to statements made by others:

   a. Judging
   b. Advice-giving
   c. Questioning
   d. Interpretive
   e. Accepting-understanding
   f. Sharing

3. All six responses are appropriate at different times and in different situations; however, most people habitually use one or two of the responses to the detriment of the others.

4. The "understanding" response is usually most effective in keeping open channels of communication.

Learning Experiences:

1. Divide into groups of four. Work through exercises for learning to recognize communication responses.

2. Using practice statements provided, take turns giving each type of response.

3. Set up situations and practice giving the understanding response. Check each other and help formulate understanding responses.

4. Be aware during the coming week of your responses to statements made by others. Give the understanding response whenever it is appropriate.

5. Report experiences to the group next week.

SURVEY OF LISTENING

	Seldom	Occasionally	Frequently
1. Do you interrupt when others are talking?	____	____	____
When you <u>do</u> interrupt, why?			
2. Do you maintain eye-to-eye contact with the person who is talking?	____	____	____
If you do not, why?			
3. Do you recognize it when others are getting tired of hearing you talk (either in conversation, on a telephone, or in public speaking?	____	____	____
4. Do you encourage further communication from the other person by use of interested questions?	____	____	____
5. Do you ask for clarification when you do not understand just what the other person is trying to communicate, both in content and feeling?	____	____	____
6. Can you accurately repeat what the other person said?	____	____	____
7. Are you aware of <u>how</u> it was said?	____	____	____
8. Can you describe his gestures, facial expressions, posture, personal appearance?	____	____	____
9. Did he react favorably to you?	____	____	____
10. Did you respond favorably to him?	____	____	____
11. Has your talking together brought about a good feeling between you?	____	____	____

12. As a Receiver, how do you react when you aren't particularly interested in what the Sender has to say?

13. As a Receiver, what "tunes you out" when a person is speaking?

14. What do you do when you feel yourself getting uneasy, disinterested, angry, disgusted, uncomfortable, threatened, etc. during a conversation?

15. Specifically, what tells a Sender that a Receiver is interested, attentive and listening?

16. Why continue to listen when you want to "tune out?"

SENDER'S OBSERVATION FORM

Choose a "receiver" you know well and one with whom you would like to improve the relationship.

1. How does he/she feel about himself/herself?

2. What does he/she best like to do in his/her spare time?

3. What is his/her favorite

   color
   day
   food
   class
   recreation

4. What things or situations make him/her feel angry?

5. What are his/her hobbies? Main interests?

6. What are his/her life goals?

7. What does he/she fear most?

8. How does he/she feel about people?

9. How does he/she defend himself/herself?

10. How do you differ most markedly?

11. What could this mean to your relationship?

12. What are his/her special needs at this time?

13. How are you most alike?

14. What could this mean to your relationship?

PRACTICE STATEMENTS

1. "Just give me one reason, one good reason why I can't go."

2. "I don't know what's the matter with me. Not one boy has asked me out yet this year. I must be weird!"

3. "I can't talk to people. I freeze up in a group."

4. "Man, I'm going crazy at this school. Everybody is so holy!"

5. "I hate my apartment. It's like all of them are in a cliche, and I'm out it."

Interpersonal Problem Solving

Objectives: As a result of this experience, students will be able to demonstrate: (1) understanding of the concept that interpersonal communication is circular in nature, (2) ability to differentiate between the content and the relationship aspects of a given communication and (3) increased ability to solve interpersonal problems through changing the pattern of communication, clarifying the relationship, and/or communicating about the communication.

Concepts:

1. Interpersonal communication is circular in nature and may be viewed as feedback loops since the behavior of each person affects and is affected by the behavior of each other person.

2. Calling one a source or a receiver is determined by where we cut the communication process. He who is a source at one moment has been a receiver. A receiver has been a source. The messages produced are determined by the messages received as influenced by his own message.

3. The effect of behavior emerges as the prime criterion in the interaction of individuals. Rather than ask "Why?", ask "What for?" Rather than "Who?" ask, "How who does what?"

4. Every communication has two levels--content and relationship. The content level conveys information; the relationship level defines the relationship between the communicants.

5. Disagreement can arise on the content or the relationship level. Often it is the relationship level--who has the right to say what to and about the other. Who's going to win out, to give in, who's one up, one down, how close is one going to let the relationship get, etc. A common mistake in problem solving is to disagree on the relationship level, but to try to resolve the disagreement on the content level where it does not exist.

6. In handling interpersonal problems, we don't change another person. We change the relationship by changing the patterns of communication, by clarifying the relationship, and/or by communicating about the communication.

Learning experiences:

1. Participate in roleplaying situations involving interpersonal problems. Use paraphrasing in order to clarify the relationship and content levels, and the circular nature of the communication.

2. Role play an actual interpersonal problem situation. Attempt to solve the problem by roleplaying each of the following methods:
   a. Changing the pattern of communication
   b. Clarifying the relationship
   c. Communicating about the communication
3. In small groups, discuss and fill out the worksheet, "Handling Interpersonal Problems." Think of a specific interpersonal problem which you are having. Roleplay how you plan to solve the problem.

4. Share the above with the large group and make a commitment to the group to work on this problem with the person involved during the coming week. Next week, give feedback to the group as to the results.

HANDLING INTERPERSONAL PROBLEMS

Describe the Problem	The basis of the problem is (a) content, (b) relationship. Discuss.	How I am handling the problem.	What I might try doing	Was I satisfied with what I tried?

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Much supplementary material from the reading list is used in presenting each group of lessons. It would be well to read extensively in the field of communication and choose suitable material if these groups are instigated in your area.

Carl R. Rogers and Richard E. Farson have written some excellent material on "Active Listening." There are also helpful articles in such publications as Reader's Digest; i.e., "Ask, Don't Tell" by Nardi Reeder Campion, condensed from the Christian Herald; "The Magic of Being in Touch" by Smiley Blanton, M.D.; "How to Read Body Language" by Flora Davis, condensed from Glamour.